THE JOURNAL OF EDUCATION

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As we go to press . . .

We keep our promise of last month, that February would be of particular interest to school administrators. Their concern is with the entire school or system of schools. But all who work in the schools at whatever level are dependent on good administration for the conditions that enable them to do their best. So we suspect that the material in the following pages will be read with more or less appreciation by many who are not seated at the head table.

After the usual book notes and editorial observations (which no one has to read, let alone agree with), we lead off with Principal Andree's description of the ideal superintendent. Unfortunately in this world of human imperfections the ideal person for any responsible position is somewhat mythical. But it's just as well to have a portrait in prose of what he would be like.

Since the most important function of an administrator is to promote good teaching, the theme of Dr. Ryan, Bringing Out the Teacher's Best, is worth consideration, and it strikes us as very wisely handled.

Reporting to parents is a problem that many individuals and committees are trying to solve. We bring you what Minneapolis schools are doing along this line. Next comes a report from Rochester, N. Y., which tells how a salary schedule was developed, not by executive order, not by collective bargaining, but by patient negotiation — teachers and officers combining to seek what was feasible and fair, and finally reaching full accord. We submit this as a model for settling all sorts of differences—including those in industry and the United Nations. (It's permissible to hope.)

Well, so it goes. A teacher may size up her principal as does Mrs. Gillett, our Lady from Philadelphia. And if you wonder why you sometimes seem to be stuck with traditional ghosts, these are identified and named in the article styled Enemies of Curriculum Development.

Belonging as you do to one sex or the other, you will smile or wince as you read about Men on High School Faculties, as seen by a feminine colleague.

It all adds up to a thought-provoking number. If you are provoked to the point of snapping back, let's hear from you.

XUM

Your Textbook Reporter

Everyday General Mathematics

Comes to hand Book One of **Everyday General Mathematics.** When you see "mathematics" instead of "number" or "arithmetic" in the title, you know it's for high school or higher. Well, this one is for high schoolers. It provides for review and strengthening of the pupil's arithmetic. It offers some simple algebra and bits of geometry useful for measuring areas and volumes. So much for scope.

The purpose is to make mathematics an effective tool in the hands and heads of young citizens. They will need to manage their incomes, put money at interest in a bank, plan spending, keep a cash account, purchase insurance—lots of things. All these call for skill with numbers, knowledge of the how and why of mathematical manipulation. Are the explanations clear? Are the applications suited to everyday needs, now or shortly? Will the pupil sense the importance of learning what is set before him? Are the exercises and problems drawn from common experience? Our answers would all be "Yes." The book is not revolutionary, but who wants it to be? It seems to be modern, realistic, self-motivating, flexible. But teacher will know best. She ought to see it.

EVERYDAY GENERAL MATHEMATICS. Betz and others. Ginn and Company, Boston. $2.40

Basic Composition

The title **Basic Composition** somehow suggests that the whole structure of language is to be torn apart and studied with an eye to effective expression. In this book the author presents thirty units, each following a pattern. This pattern starts with a principle or two of grammar, explained, illustrated and diagrammed. Then come samples of correct and proper sentences involving the principles already stated. Hints on spelling and punctuation are given next. Finally there are specimens of usage, so called, a sort of catchall for irregular verbs and what not. The reader is now ready to compose. First he will prepare an oral message; next a written one. The topics offered are within the range of interest of the average student and ought therefore to be fruitful. In fact the text in its entirety appears to remain close to where the boy or girl lives. If the author assumes pretty complete ignorance of English grammar, he will probably be forgiven because perhaps the reader will now begin really to understand many of the things he has previously seen but dimly or has failed to grasp and apply. All the forms of composition likely to be needed are treated and the handling is businesslike and thorough.

BASIC COMPOSITION 1. Philip Burnham. Scott, Foresman and Company, Chicago. $2.20

Our Teachers Mold The Nation's Future

It is one thing to affirm, as does the title of this book, that "our teachers mold the nation's future," and quite another and more difficult thing to make all of them aware of their vast opportunities and responsibilities and equipped to accomplish their great task. This task calls for faith, courage and, in many instances, a new approach. It demands clear insight into purposes and principles. Gathering the great secret into a single volume of modest size, one that should be readily understandable and inspiring, was the thought that challenged a certain high school teacher, until she worked it out—and here it is.

The book is not a manual of method. It contains no precise directions for the presentation of subject matter. Instead, it deals with attitudes, ultimate aims, the broader aspects of instruction. In a half dozen chapters one finds a sound philosophy unfolded. There are practical suggestions on the formation of useful habits; on the development of self discipline; on the need for affirmative and constructive thinking; on the value of encouragement; on competing with one's self; on dealing with various kinds of pupils—the slow learner, the rebel and all the rest; on living what one teaches; on establishing right relations with all the different people with whom on the teacher must live and labor. Many cases are cited by way of illustration. The whole matter is summed up at the end with a set of ten commandments that might well become a guide to every teacher and a reminder of the more detailed statements made throughout the book.

We can think of no better service an administrator could render to his community than the exposure of his teachers, his high school teachers most of all, to this highly awakening book—so sane, so idealistic and yet so practical.

OUR TEACHERS MOLD THE NATIONS FUTURE, Geraldine Saltzberg. The Macmillan Company, New York. $2.25

Speech Methods in the Elementary School

According to **Speech Methods in the Elementary School,** some fourteen children in every hundred labor under speech handicaps of one sort or another. Since most of these handicaps can best be corrected before the age of seven, one readily sees the importance of turning the thoughts of elementary teachers to this portion of their manysided task. Here, then, is a book that provides essential information either for the student preparing to teach or for the teacher already on the job.

The range of the volume is wide and comprehensive. Many devices are suggested and described. Pantomimes, puppet shows, dramatizations of nursery or other tales, are but a few of the activities considered. Specific defects are taken up and hints given as to each. What the teacher should know and do about stutterers is clearly told, though often there is need for specialists in such cases. The author develops a sufficient amount of theory to orient the teacher. Speech has so great a bearing on personality —and personality leading to social satisfactions is a thing that concerns every teacher. There has been too much postponing of remedial efforts to the high school in this matter of speech and it was high time some one with the proper know-how issued a practical treatise on first aid, which this appears to be.

SPEECH METHODS IN THE ELEMENTARY SCHOOL. Carrie Rasmunssen. Ronald Press Company, New York, $3.50

Our Constitution

To facilitate the difficult task of instructing young citizens in the fundamental law of the United States, there comes a paper covered book, **Our Constitution and What It Means.** An introductory chapter recounts the historic background. The main body of the text is set in three columns. The central column gives the document as it is officially worded. The column at the left consists of notes and comments—points to observe. The one at the right contains a simplified version or paraphrase. The arrangement is good for the purpose intended. No doubt the Supreme Court justices would balk at some of the paraphrasing, having discovered that the interpretation is not so easy as all this. Yet they might not do much better themselves if faced with the task of explaining the document to a person in his teens or younger.

Unusual or troublesome words are listed and defined in an appendix. Tests are also included. The book carries numerous cartoons designed to make the meaning of various statements clearer or more graphic. A handbook of this sort needs to be weighed on its merits more than upon the ingenuity of its form.

OUR CONSTITUTION. William Kottmeyer. Webster Publishing Company, St. Louis. $.44

Guiding Human Misfits

Individual psychology, its problems, limitations and frequently amazing successes are presented in Dr. Alexandra Adler's **Guiding Human Misfits,** mainly a reprint of a 1938 edition but having an additional chapter on post-war neuroses.

A chapter on the neuroses of young children and another on those of adolescents should prove helpful to teachers, though the same might also be said of the book as a whole. Any reader may get valuable insights into the causes of mental quirks and the indicated means of cure. One must obviously not treat symptoms but try to find their backgrounds and totality and then try to enlist the patient in his own cure.

The chapter on criminality brings out the fact that criminals have no real desire to improve their relations with society but think society their enemy because it interferes with their having what they want. Curing the confirmed criminal would thus appear to be a hopeless matter. All the more need, then, for treating him at a very early stage.

The author finds three chief causes of neuroses to be pampering, its opposite (some sense of being disliked), and some organic defect that makes the patient feel inferior or inadequate. Here are three good keys for all to consider when trying to unlock the secret of a warped personality.

GUIDING HUMAN MISFITS. Alexandra Adler. Philosophical Library, New York. $2.75

Secondary School Methods

The full title, **Foundations of Method for Secondary Schools,** suggests that this text for teachers-in-the making goes to the bottom of things, as indeed it does, to come up with the three teaching methods found today in high schools—each in true perspective and assessed upon its merits. The central body of the work consists of three chapters, dealing respectively with the recitation method, the subject matter unit, and the experience unit. Ensuing chapters treat such matters as the core curriculum, discipline, counseling by teachers, testing, and the use of visual aids.

Apparently the authors assume a fair degree of maturity upon the part of those who will read or study this text.

FOUNDATIONS OF METHOD FOR SECONDARY SCHOOLS. Thut and Gerberich. McGraw-Hill Book Company. $4.00

Personal Problems

How to become an adult, fully matured in mind and character, is the central theme set before the high school student in **Personal Problems,** a revised edition of the earlier text by the same author, John Geisel. The revision consists chiefly in the addition of chapters dealing with financial matters and with occupations and how to prepare for them.

Here is a text in psychology that seems to apply psychology to accomplish its purpose. The student is asked to consider the sort of person he would like to be, to assess his abilities and interests, to view his shortcomings honestly, and then to get busy on the task of self-development toward his ideal goal or pattern. The hints supplied by the author are clearcut and obviously sensible. The motivation is never artificial or sentimental. The student is led to think of his relations with other people, is told how he may overcome fears and jealousies, is shown the meaning of the happiness that comes from harmonious family life. The jargon of the professional psychologist is neatly avoided. On the other hand there is no attempt at chumminess with the reader. The book has great potentialities for helpfulness to the teenager.

PERSONAL PROBLEMS. John B. Geisel. Houghton Mifflin Company, Boston.

Public School Audiometry

All will agree with the author of **Public School Audiometry** that it matters little whether there be three or five million children with impaired hearing. The problem is sufficiently serious either way. There will also be general agreement with the statement that whatever testing is done in the schools should be done with accuracy and dispatch.

The book here sketched goes into the entire business of testing for hearing ability. It points out how erroneous is the notion, so widely held, that deafness just happens and nothing can be done to stave it off. More and better state laws are needed to provide for discovering the impairment in its early stages, we are told. After such discovery there should be an effective followup to insure that proper treatment is secured. The author takes up the social and economic implications of deafness and partial deafness. The final chapters cover in detail the techniques of testing as these apply to children in the first grade and upward. The recommended procedures are based on several years' experience of a testing expert who has worked in all sorts of schools and examined many thousand pupils. Every school administrator might well learn what this volume has to tell. To any one having to do the actual testing it should prove invaluable.

PUBLIC SCHOOL AUDIOMETRY. Loraine Dahl. Interstate Printers, Danville, Illinois. $3.00

XUM

EDITORIALS

SALUTE TO AASA

A firm like General Electric or Westinghouse always has its corner in which a group of technicians work on magnets, trying to make bigger and stronger ones. But the most remarkable magnet in America, to our way of thinking, is the organizational genius that pulls together, this month in Atlantic City, thousands of men and women whose chief concern is the management of schools. It was no idle boast of the AASA's publicity man when he stated that the people attending the conferences at the famous New Jersey resort from February 25 to March 2 would influence the education of 20,000,000 persons. Besides the administrators' own great gathering, a total of thirty-eight allied groups had been attracted to the same place to hold their smaller but no less important sessions.

Possibly our metaphor of the magnet was brought on by induction from the general theme of the AASA program, which is "Education, Dynamic of Democracy." Anyhow the theme itself is dynamic, and so are the topics announced for addresses and discussions. The program as a whole impresses us as one of the most worthwhile in years. We doubt if any educator can return home from this Atlantic City conclave without new ideas or new determination to improve his part of the educational effort.

Of course it's rather strenuous—much like cramming for exams—to go through so many subjects in a single week. But that's how it is. You could get just about the same ideas from staying at home with a pile of magazines. But the convention does things the magazines can't, and vice versa. The convention can fill you with noble resolutions. The magazines can supply the refills needed to take you through the year.

SPEAKING OF BROTHERHOOD

It is impossible to judge the trend of events by watching only the day-by-day fluctuations. We see this illustrated when we observe the weather. If today is warmer than yesterday and tomorrow is warmer than today, we do not deceive ourselves into imagining we shall have no winter. The seesawing movements of the day and hour have little significance until charted for a season or a year.

Are we Americans growing in the direction of better personal relations with our neighbors? This is the question many of us will be asking as Brotherhood Week reminds us of rooted prejudices we are trying to throw off.

To decide what is taking place within ourselves and our society as a whole, we must look back a few years or decades and compare conditions then and now.

Certainly there is more awareness of our social guilt, our economic injustices, our denials of political rights, than ever before in the nation's history. Laws have been improved and liberalized. Courts now feel the pressures of an awakened public conscience. There is a spreading awareness that we must put the democratic house in order by treating others as we ourselves would wish to be treated if we were in their shoes. Some sort of leaven is at work. Something—an entire series of somethings—has caused us to recognize how indecent and immature has been our behavior toward persons outside our own groups. We have made a start. We cannot stop part way. The task is mainly one for education, both in and out of school. But those who profess to educate must be first to learn and practice what they teach.

U. N.: A TEEN AGE VIEW

A high school girl who attended a session of the United Nations Assembly not only heard the usual interchange of hot words between United States delegates and those of Soviet Russia, but also noted the friendly chat and joking that went on between these same delegates as they sat together when the oratory was over. The youthful visitor remembered the calm words of Mrs. Roosevelt as she remarked upon the difficulty the Russians have in understanding that our government and our people are the same thing—the government can't want war if the people want peace.

The high school student came away with the impression that the assembly, with its opportunities for nations to let off steam and get one another's viewpoints, was a great thing, as of course it is, and that more real progress is made than meets the eye of the average American who scans the newspapers.

It may have been this girl's native intelligence or that plus good teaching, probably these two together, that enabled her to see beyond the acrimonious debate to the larger possibilities. No doubt there are thousands of other boys and girls in our high schools just as capable of wise discernment, just as concerned over world problems, and just as eager to learn what goes on.

The children of our schools often surprise us with their thinking, their interests, their social attitudes. Some, of course, get their basic ideas from home. But in many cases full credit belongs to the school, which has even had to overcome false notions brought from outside. The school is the nation's main defense against ignorance, prejudice and superficiality. It is doing better work than people realize.

COMPETING INFLUENCES

Schools nowadays have to compete with a great many distracting influences—radios, movies, television, social events, to mention only a few. The distracting influences are seldom intended to be harmful. If movies or radio programs turn out to be demoralizing, it is merely because the program makers overshot the mark in trying to produce attraction or excitement. Showmanship is often stupid. It is seldom intentionally vicious.

But there are exceptions. There are certain industries that thrive on human weakness, on creating appetites and spreading habits. All of us can remember when the advertising signboards and magazine pages began to picture women smoking cigarettes. Then came pictures of women taking a drink. Such beautiful women, always. Now watch what's happening. The women are not the same. They are shown as young girls. The men of distinction are giving place to younger men. Is it mere coincidence that drinking has recently become a problem in some junior-high schools?

We refuse to say, "There ought to be a law." But we will say there ought to be better taste, better self restraint, more decency on the part of industries that pretend to be generous and public spirited. And we will add that schools, school heads, and ordinary teachers would be fully justified in starting a movement to have certain kinds of none too subtle propaganda for the ensnaring of children thoroughly unmasked and discredited and rendered so unpopular that its sponsors will desist in self defence.

STUDY OF AMERICA

Last month we commented favorably on a college professor's suggestion that his institution offer comprehensive studies of one or two foreign areas and languages. It occurs to us that similar opportunities could equally well be provided for a deeper understanding of what our own country really is and stands for in the community of nations. What is the true meaning of America? What is it that we and our sons have been fighting to preserve?

Our nation of late years has been on the defensive. Many of our young people have become wobbly and uncertain of their faith in the great experiment going on in the United States. Phrases like "the American way of life" and "a free enterprise system" have been so overworked that they have almost become obnoxious. We need the nucleus of young Americans, potential leaders, who possess firm convictions, who know the correct answers to lying propaganda; men and women who have visions of the future and a correct appraisal of the present.

Here is material for a college major that could be extremely valable to America and the world at large.

A FOOTNOTE TO RECRUITING

Occupational preferences of freshman women were taken the other day at Rutgers University, and the survey showed more than a third of these students inclined toward teaching. This may indicate an encouraging trend. But we note that the students thus tentatively wishing to teach named the subjects, rather than the age groups, of their preference, and apparently all are hopeful of finding work in high schools or colleges. Some one should let them know that many more teachers are needed in the grades than at upper levels. In fact a very large element in the success of any teacher is the wise choice of a particular age group well suited to his or her liking. The elementary classrooms cannot be fully or adequately staffed by graduates of teachers' colleges. Nor would it cause hardship for young women from whatever college to teach in the earlier grades if, as is often the case, they possess a natural fondness for children and an aptitude for helping them to learn.

OLD MAN MAN

To the mortification of those who like to think of science and mathematics as strictly modern developments, archeologists digging near Baghdad, in Iraq, have discovered some 2400 clay tablets that set back the calendar of man's knowledge 1500 years earlier than had been supposed. From these old tablets, unearthed in the ancient village of Shaddippur, it appears that the Sumerian schoolboys had a sort of encyclopedia of facts and principles so far gathered by the wise and observant of the world. While it will take several years to translate the newly found records, this work will be facilitated by the clear and unblemished printing on the tablets.

The newspaper account from Baghdad refers especially to the evidence that a certain famous triangle proposition of Euclid's was already familiar to the Sumerians of 17 centuries before. Presumably the reference is to the proposition regarding the sum of the squares of the legs of a right triangle equalling the square of the hypotenuse. But Pythagoras rather than Euclid was the fellow who worked this out. Euclid merely included it in his Elements, two centuries later, and it became the Pons Asinorum of the English schoolboys and remained near the beginning of most geometries until quite recent times. Bits of algebra as well as geometry have been spotted in this latest treasure of human history.

Naturally, the farther back our so called civilization is seen to go, the more ashamed we need to be of the wisdom we moderns have failed to assimilate and put to work.

WHAT I MOST DESIRE IN A SUPERINTENDENT

R. G. ANDREE
Principal, Brookline High School
Brookline, Massachusetts

Recently a colleague who had served with distinction as a principal of an outstanding school was promoted to the superintendency. "Poor man," said another, "He's left education to be a superintendent." Though metropolitan executives are usually the butt of this cruel jibe it is also true that there are 20,000 such titled persons who are still closely and intimately bound to the educational processes of their shools and communities. There is also the rare executive who can maintain a deep interest in the educational process in spite of the mass of administrative detail confronting him.

What I desire most in a Superintendent can be easily divided into five large categories. I do not propose to say *how* one shall achieve these ends. Nor are these items mutually exclusive. In one way they may indicate what I'd like to be if the chance to lead a school system ever came my way. In another, they represent a composite of many ideal attributes presently found in such leaders as I know. In proper balance they spell the difference between giving a community the best in education under proper leadership and experiencing the doldrums of lethargic and indifferent executive guidance.

I WANT MY SUPERINTENDENT TO BE VITALLY INTERESTED IN THE SUPERVISION OF INSTRUCTION. There are numerous ways to transmit his enthusiasm to his teachers; they need not be enumerated here. He must possess a high degree of courage and tact in demanding efficient teaching. The cause of education will prosper in geometric proportion to the skill with which this job is done. I'd like him to be able to release the potential creative capacities of a teacher through the encouragement of conditions conducive to high morale. If he has been an excellent teacher himself and has the proper "feel" of a classroom situation, and if, in addition, he can make such successful past activities contagious for the teacher who is new to his staff, he will rise in my estimation. I'd like to see one who can walk that tightrope balance between taking a keen interest in the adjustment of personalities among the teaching force, and who at the same time is astute in the delegation of authority for the solution of the routine problems arising from the presence of such personalities. Furthermore, I like to see the leader who can suggest, and actually initiate, new teaching techniques and procedures, and who is deeply and constructively interested in their development.

I WANT MY SUPERINTENDENT TO EXCEL IN HIS PUBLIC RELATIONS. It is a rare schoolman who can exhibit knowledge of and thoughtful understanding of the social service organizations in his community. These are the potential strongholds of support for the schools. Any group can do little for the coordination of its school interests and activities if the educational leader is not making use of community services. I want my superintendent to help develop parent interest, particularly through the P. T. A. and other parents' preschool and post-school organizations. I'd like him to foster and develop public relations that will result in excellent publicity for the total educational program. I'm enthusiastic about the leader whose community trusts him to a point where he has but to ask for facilities and finances in order to have the needs met. I want my superintendent to take the community into his confidence just as he sometimes takes me into that same area, to render a full and complete developmental picture of his plans and aspirations for better education.

I WANT A SUPERINTENDENT WHO HAS BUSINESS MANAGEMENT ABILITY.

If the school system is a small one, this is a MUST. In larger systems there are proper agents for this activity. This I realize, but I want him so to budget his time that I can get to see him without having to wait several days for an appointment. I want my teachers to feel the same way, that my superintendent is approachable, that he will be prompt in attending to such of their needs as are properly within the areas of his interest and policy. I'd like my leader to remain in charge and in control of personnel, vitally interested in getting the best teacher for the job. I'm happy when he delegates to me some of the details of aiding in finding such candidates. That principal is fortunate who has a superintendent able to evaluate carefully and well the physical needs of the school plant, and who delegates properly and quickly the disposition of such needs.

I want a superintendent who follows the procedure attributed to General George S. Patton, Jr.: "an unswerving will to master his profession; an unsparing devotion to duty; an unshakable trust in those who served with him." Let him be true to those principles.

I WANT A SUPERINTENDENT

WHO DESIRES TO MASTER HIS PROFESSION.

If a school system is to suffer under the leadership of a capable man, let it do so because of his curiosity and restlessness with regard to new problems in education. A clever and experienced leader can do much to keep this activity from becoming an enervating one for his staff if he takes well defined steps a few at a time, and consistent with such policies as are determined through cooperative effort. There is nothing quite so disheartening to principals and teachers as one who is not receptive to change and innovation. So often it takes just one member of an educational team to contribute substantially to the "fifty year lag" rather than help eliminate it. I want my superintendent to have a recency of professional study, whether that be through actual graduate courses, independent study, service on regional and national committees, or in special professional study groups. I want him to belong to those organizations which represent the best in education, that he may be thoroughly acquainted with the best thinking in the field of education. Through this entire area of professional activity I'd like him to be able to retard my activity when he sees education being harmed through rash action, and to stimulate when activity lags.

I WANT A SUPERINTENDENT WHO HAS PERSONALITY AND EVIDENCES GOOD BREEDING

The attributes I want in this category cannot be measured....because one just doesn't measure such things as the "magic of administration." Nor can one measure the degree of being "alive....vivid....sensitive. . kind....alert....to the problems of the day." I want my leader to have a broad cultural background so that he will have the ability to feel the progress of educational ventures that involve these things. I want him to possess a high degree of scholastic ability. My reports to him of curriculum study, special projects, experimental ventures and the like must be meaningful to him; he must be capable of understanding their import and commenting constructively on their contents. Through it all I should like to have him sympathetic, yet showing evidence of a personal confidence in his ability. I want him able to make quick decisions. Above all, I want to be proud of him when I present him to my colleagues...neat and well groomed in appearance.

The tables may just as well be turned. My superintendent, being a proper leader, expects the same of me...in like measure...on the professional level with which a principal concerns himself. Nature never intended that a man ever attain this high goal without strenuous effort and a high degree of innate ability. I know....having been associated with men who showed evidences of much which has been presented above.

BRINGING OUT THE TEACHER'S BEST

H. H. RYAN
Assistant Commissioner of Education
Trenton, New Jersey

Almost any summation of the means to achievement in the elementary and secondary schools will arrive finally at the conclusion that the teacher is by far the most important part of the scheme. Other factors are sometimes more conspicuous. The solid citizen points with pride to a fine school plant, and looks upon it as an enduring investment—something that will not be gone at the end of the fiscal year. The equipment, the organization, the administration, and the curriculum as it appears on paper are appealing as publicity items. When all is said and done, however, the teacher looms up as the avenue by which the pupil makes contact with the whole enterprise.

As the profession of teaching progresses, the functions of administration and supervision undergo marked change. Time was when the high school teacher, for example, was a young person right out of liberal arts college, big with knowledge but innocent of any positive notions as to how teaching should be done. He needed daily guidance in handling what to the experienced teacher seemed the simplest of occupational problems. The supervisor visited him regularly, and offered advice which was gratuitous and often unwelcome. Then, about the time of World War I, there was a mild nation-wide rebellion by teachers against this sort of supervision; the best guess is that this was precipitated by the growing realization of the younger teachers that they were less inept than the supervisors assumed them to be, and that they were in need of a better kind of help. Since then, supervision, particularly in the larger schools, has received less and less of the time of the school principal.

There is plenty of evidence, how-

ever, that supervisory help is needed. For example, the more conscientious and energetic the teacher, the more likely he is to want to carry the ball in the classroom; sometimes it never occurs to him that his strenuous attempts to explain, to emphasize, and to exhort tend to crowd the student out of the picture—to make the student an inactive bystander. The teacher knows that the student learns by his own activity; but this principle is often forgotten in the teacher's determined struggle to analyze for the class a perplexing concept, principle, or relationship. Here is where the observations and advice of the experienced practitioner—the supervisor—can help the teacher toward a better professional perspective.

One thing that is needed is a change in the approach of the supervisor. The old plan was something like this: the supervisor went into the classroom, announced or unannounced; he sat down and began to look for defects, since he had to have something to criticize; then later he held a conference with the teacher. Too often, the teacher was on the defensive from start to finish; he had thought he was doing pretty well, but here came that man again to find fault. In that situation there was much to interfere with the growth for which all concerned were hoping.

In some instances, clever teachers have shown us the way out. They have invited the supervisors to visit apropos of some specific teaching problem. One teacher says to the supervisor, "Last year, when the class got to the point of trying to understand Lincoln's attitude toward the question of slavery, I planned carefully, made what I thought was an excellent assignment of reading, and then in class guided the discussion as skillfully as I could. Then when I gave a test on it later, their notions about it ran off in all directions. I can't figure it out. Now, Tuesday and Wednesday of next week, at 9:15, this year's class is tackling that subject. Won't you come and visit and help me find the bugs in the darn thing?"

Another teacher says, "In teaching the youngsters the formula for the square of a binomial I have always thought it economical to have them learn the formula first, as it appears in the text, then get plenty of practice in applying it. I am wondering whether it would be more convincing to have them derive their own formula by analyzing a number of such squares as they work them out by straight multiplication. That would take time, but it might save time in the long run. How should I proceed? And will you come in tomorrow at 2:10 and see how it goes?"

In this kind of invited visit there is a much more propitious psychological atmosphere than there used to be under the old plan. In the first place, the "super" in the supervisor's title is disregarded; the visitor is just a co-worker lending aid. In the second place, the teacher has done his own fault finding; self-criticism is always more bearable than that which comes from without. Here the personality problems are at a minimum, and attention is concentrated upon the job of finding a solution. The problem of inducing teachers to ask for help is of course complex. It calls for ingenuity, but it can be done.

One of the deadliest viruses that prey upon the teacher's professional spirit is that which breeds in monotony. Sometimes the teacher's work becomes so repetitive as to be deadly dull and disspiriting. A subject like algebra, English grammar, Latin, or ancient history sometimes impresses the teacher as a field in which the content was complete when he began to teach—a thing, therefore, easily routinized. Perhaps he misguidedly slips into a deadly round of assignments, check-ups, tests, more assignments, more check-ups, more tests—day after day after day. Here the supervisor's help is needed to lift the gaze to the point where it takes in the world around us and ties up the content to its applications in the year 1950. Often a teacher who looks like a congenital time-server will take fire under the prospective of an adventure in new aims, new procedures, new values. It is only human to seek to conserve energy; but a "profession" differs from other occupations in that human values, rather than economy of effort, are the purpose. The teacher is potentially a professional worker, but not inevitably so.

One of the best things that we can do for the teaching personnel is to encourage them to continue their professional training. That is a thing which is easier to do than it was at the beginning of the century. Most teachers can now carry on graduate work with little incidental expense and without loss of time from the job. A fact of which many teachers are unaware is that ours is not the only profession in which such a thing is done. A number of physicians of my acquaintance are doing just that. One doctor has given up a good practice, rented his house, and entered the medical school for three years of specialized training. Apparently he does not hope to profit financially by that undertaking; it is evident that he has other satisfactions in mind. The thousands of teachers who are now engaged in advanced studies are increasing their own assets, as well as preparing to render more valuable service.

The teacher, then, is the prime essential. Whatever we can do to keep him in top form we should do. He is a professional worker. He is anxious to do his best; we should encourage him to seek help, and should be ready to give it. We should help him organize and direct his

work in such a way as to make that work a challenge. It is not the nature of mankind to run away from tasks that are hard; one flees, rather, from jobs that are aimless. It is our acceptance of challenge and our curiosity about the unknown that have brought us out of the caves, sent us exploring the poles of this earth, and set us to finding out how fast an airplane can be made to fly. No profession can afford to lose the spirit of adventure and inquiry. No member of a profession can afford to be without that spirit.

THE PROBLEM OF REPORTING TO PARENTS

WORKSHOP COMMITTEE
(Headed by Miles Carey)
Minneapolis (Minn.) Public Schools

When the mastery of subject matter was the chief goal of the secondary schools, it was only natural that the sole basis for marks was subject matter and achievement as measured by tests and examinations.

Since the present trend is toward placing the emphasis on the individual pupil rather than just on subject matter achievement, we find our old method of evaluation as inadequate as the old question and answer method.

If our evaluation is to be in harmony with the common learnings' philosophy of education, it must provide for an assessment of progress in terms of the ability of the individual pupil. It must provide for a weighing of items other than subject matter achievement, such as attitudes, understandings, character and personality qualities, citizenship traits, and study habits. It also must encourage cooperation between pupil, teacher, and parents.

The report card used in most of the junior and senior high schools in Minneapolis was out of harmony with this new philosophy of education. We have tried to create an experimental report card and a pupil progress report, inculcating within them this new philosophy of education.

A report card and an evaluation sheet were worked out in the 1949 Curriculum Workshop. They came about through an expressed need on the part of common learnings teachers and other teachers in our school system. They were built on the work of the promotional policies committee and the experiences of our junior and senior high schools with experimental report forms. They are submitted as a point of departure from the traditional card and as a possible basis for a new report card.

In making out the report form and the evaluation sheet, we used the following guides:

1. A report to the parents should be stated in terms of the school or course objectives.

2. Those objectives should be stated in terms of behavior, based upon the needs of the learner, understandable, socially desirable, achievable, and measurable.

3. The number of forms should be kept at a minimum. We have submitted two: Report to parents. Student evaluation sheet.

4. A report card should not be too time-consuming for the teachers, but should be complete enough to have some meaning.

5. For the present, something should be included which can be easily translated, if necessary, into a five point marking system for office records. In our sample card we include a Part II which has a place for achievement in subject matter and progress according to ability. There is a question in our minds about this. Should this part be omitted from the report to parents and just be put on the office records?

6. There should be a place for teacher and parent comments. However, it is highly recommended that only generally favorable comments be written. Negative comments should be made through conferences.

7. Where possible, parent-teacher conferences should supersede written comments. However, such conferences with all parents seem to be impractical under the present set-up in our secondary schools.

Experimental Report Card

School

Student's Name
Home Room
Home Room Teacher

To Parents:

This report is designed to give an understanding of the contributions of the school toward the development of your child.

Your Junior and Senior High Schools have set up certain goals which they try to reach. Within the limits of his capacity, every student should

1. Develop physical and mental health
2. Speak and write satisfactorily
3. Take his share of responsibility in the home
4. Be an intelligent consumer
5. Know and understand the meaning of democracy and accept his duties of citizenship in the

home, community, country, and world
6. Learn to work out the everyday problems of living
7. Use his leisure well
8. Learn skills that will help him make a living.

You will readily see that the school and the home must cooperate in order to accomplish these results. You are cordially invited to express your reactions to this report card and to visit school to discuss your child's problems with any of the faculty.

Principal

Part I of report

Letters used in marking part I

O Outstanding
S Satisfactory
N Needs improvement
— Insufficient evidence or does not apply

Subjects

Marking periods

1. Takes an active and responsible part in activities
2. Gets along well with others
3. Works well independently
4. Speaks effectively
5. Writes effectively
6. Reads with ease and understanding
7. Shows concern for health and appearance
8. Respects personal and school property

Days absent

Times tardy

Part 2 of report

Letters used in marking Part 2

A Outstanding
B Above average
C Average
D Below average
F Unsatisfactory

1. Achievement in subject area
2. Progress according to aptitude

Space is provided for teachers' and parents' comments and parents' signature.

NEGOTIATING A SALARY SCHEDULE

HOWARD SEYMOUR
Rochester (N. Y.) Public Schools
Coordinator of Guidance Services

A prominent administrator once said, "I have written every revision of our salary schedule for the past twenty-four years." Without a doubt these schedules were well-constructed, but were they well received by the teachers? Did teachers really understand the schedules and the reasons for the limitations in them? Is the method in keeping with modern administrative practices? Even if this administrator had sought the advice of his immediate associates and representatives of his teaching staff, his schedules were still largely his own, dependent upon his vision, ability, his sensitiveness to teachers' needs, his experience. It is as if he were the hub of a wheel without need of spokes or rim.

In the establishment of any major policy affecting teachers, it is essential that there be free exchange of suggestions in a group situation. Ideas fly back and forth along the rim of the wheel as well as up and down the spokes. What one member says is a stimulus to the others. Thinking becomes group-thinking. The leader is no longer the sole contributor nor the one synthesizer of ideas. He guides the discussion, points up statements, focuses attention on significant contributions, encourages amplification of suggestions, summarizes, re-states points of view for emphasis and clarity, and calls for votes. Group members contribute freely from their experience, from the soundings they take within the group each represents. When the final instrument is created, if every member has participated properly, no one person can lay claim to sole authorship.

The membership of a working group should be composed of thinking and experienced people. A mediocre group will yield mediocre results. A group of shallow-thinkers under an aggressive leader tend to rubber-stamp his ideas. The ingredients, then, of successful group action are capable leadership and representative, experienced, group members, willing to contribute their ideas, and to have them challenged and refined.

This was the reasoning behind Rochester's newest attempt to *negotiate* a salary schedule. In previous years the Teachers Association had made salary demands which the Board of Education had been forced either to modify or reject because of inadequate funds. The teachers never fully appreciated the dilemma of limited funds. The Board did not fully understand the teachers' problem. It became increasingly evident that it was unrealistic to expect that problems as involved as salary issues could be satisfactorily resolved through brief and sporadic meetings in which the Board and teacher groups had not thought through the problem together. To improve this process, then, the Board of Education, the Administration, and Teacher Associations agreed to establish a Negotiating Committee.

This committee consisted of thirteen members. Four were chosen by the Superintendent of Schools to represent the Administration. Seven

were appointed by official teacher groups, and one Board Member was elected by the Board of Education.

At the first meeting the Committee unanimously elected the Superintendent of Schools to membership since he would have major responsibility for carrying out the results of the negotiation process and for interpreting the recommendations to the Board and the City Authorities. Selection of personnel was made from those who had had the most experience in teachers' affairs or in personnel practices. For example, the Board Member selected was employed by a major industrial company as Assistant Superintendent of Industrial Relations. The Committee was large enough to insure adequate representation but not so large that there could not be full participation in and complete identification with the group. It is interesting to note that the Board of Education revealed its confidence in the negotiating process by being willing to have a larger number of teachers than administrative members represented on the Committee.

The Committee, groping for a way to begin operations, decided that it could not act intelligently without first agreeing upon fundamental guiding principles. What objectives did the Committee hope to accomplish? What factors had to be kept in mind during the deliberations? How could the Committee best function? As these questions were threshed out, each member developed insight into the fundamental philosophy of the others. Guiding principles became a working platform, and the discussion of them tended to weld the group together.

The first agreement was on a point of procedure; that no motion could be adopted unless it had the support of the entire Committee. It was felt that a simple numerical majority vote might not be defensible. For example, a vote of 7 to 6 would reveal a decided split in thinking. Would the minority members actually support with vigor and loyalty a majority opinion with such a small margin? Would teachers tend to line themselves up against the Administration and Board, and vice versa? It was agreed finally that in order to be recorded formally in the minutes, a vote must be unanimous. This agreement was of inestimable value in forcing into the open arguments on both sides of a question prior to a formal vote, and in encouraging willingness to compromise. It discouraged the tendency of groups lining up against each other.

Guiding principles agreed upon in advance were: (1) the salary schedules should be on a single salary basis; (2) the principles of differentials allowing for differences in training and experience should be retained as in the present salary schedule; (3) a salary schedule should provide for merit increases;[1] (4) the automatic stopping point in the Rochester schedule should extend beyond that required by the State mandate; (5) all teaching, adminstrative, and supervisory positions should be included in the salary differentials for years of training beyond the Bachelor's degree; (6) the Negotiating Committee should be concerned with the salaries of all teaching, supervisory, and administrative personnel with the exception of those of assistant superintendent and superintendent, which in the judgment of the Committee are more properly the business of the Board of Education[2]; (7) Rochester should establish a salary schedule above that mandated by the State and above those of surrounding towns, cities, and counties in order to attract competent teachers to this school system; (8) all types of positions involving service other than classroom teaching should be made the subject of job analysis in order to establish appropriate differentials.

When salaries were discussed, several other principles were formulated: (9) the salary of the Administrator or Supervisor should not be so high that teachers will feel forced for financial reasons to leave the classroom for administrative or supervisory position. On the other hand, the salary schedule should be high enough to act as an incentive for properly qualified personnel in order that they might apply for these positions of leadership; (10) the size of the school should affect the salary of principals except that no decrement shall be made for the incumbent due to loss of enrollment. (This was a hotly debated question. Rochester had had a declining enrollment in secondary schools. Decrements under the current schedule had been applied with consequent loss of good-will.)

Another knotty problem was the matter of implementation: How rapidly could teaching staff be moved over onto the new schedule? Teachers were at different places on the existing salary schedule. Elementary school teachers had a lower maximum than those in high schools. Emergency salary legislation, applied State-wide, had produced weird results locally. Teachers with the same experience and training were receiving different salaries be-

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(1) *The* 1947 *Teachers' Salary Law of New York State, established a single salary schedule with six mandated steps for all teachers and further provided that a minimum percentage of teachers must be promoted to Steps* 7, 10, 13, *and* 16. *Lack of funds to advance everyone to the top of a schedule appropriate for Rochester, and the desire of the Committee to give this law a fair trial were the two reasons for adopting this guiding principle.*

(2) *One of the purposes of the Salary Law of New York State was to compensate teachers for* teaching.

cause of delayed application of the current schedule. If merit steps were to be included it was essential that *all* eligible teachers arrive at the point where merit was to be applied as quickly as possible. The Committee finally agreed on the following principle: (11) in order to enable teachers, regardless of present salary yet with the requisite years of experience, to reach the level where they might be considered equally for merit, *all* eligible teachers should be moved to their automatic stopping point within a period of two years.

This meant that teachers farther away from their rightful place on the new schedule would receive larger increments than those who were at the top of the current schedule. In moving to a single-type schedule, elementary teachers would gain more. Often teachers in the same school at different levels would gain more than others in the two year period if they were to arrive at the objective at the same time.

The members were willing to defend this principle because it appeared to them sound. They knew from past experience that a new schedule needs to be implemented as soon as possible, that partial implementation creates inequalities. The Board and Administration showed with facts and figures that the new schedule could not be implemented in one year. Two years were then agreed upon as possible. This is one example of how necessary it is for all concerned with salary problems to be represented on a Committee of this kind.

Guiding principles facilitated committee procedure and were something to tie to when conflicting ideas were troublesome, when innumerable possible solutions were confusing, and when the Committee lost sight of its immediate objective.

As the members of this group came to grips first with the principles and later with the essentials of a salary schedule they lost identity with their positions. Many times those who represented teachers differed widely among themselves, administrators differed with the Board Member, and vice versa. Each member expressed his own point of view, contributing his experience and analytical judgment to the solution of the many problems.

Reconciling points of view in advance of action is a laborious process. Sometimes the committee members left a meeting with a sense of little accomplishment, only to be lifted beyond expectation at the end of other meetings. During the course of negotiation 47 meetings of the entire Committee were held. From time to time persons not on the Committee, who possessed necessary data or whose judgment was needed, were asked to attend. The Board Member kept his group well informed and took tentative soundings from time to time. On several occasions the entire Committee met with the five members of the Board. The teacher representatives reported regularly to the Salary Committee of the Teachers Association. In this way lines of communication were esablished which enabled the Negotiating Committee to have facts and support when needed.

Sub-committees were formed to bring in recommendations on special assignments, to perform research, to make recommendations and to get information from outsiders. The members were chosen for their skills, interest, and ability. For example, teachers were represented on the sub-committee submitting the recommendations for salaries of principals. As one teacher well said, "It is important that we devote as much thought and time to the salaries of our leaders as we did to the teachers' schedule."

To leave the impression that all was "sweetness and light" would be erroneous. There were times when the Committee did not click, when no action was forth-coming, when progress seemed to be stalemated. As new knowledge was gained, whole sections had to be discarded. Frequently, a member of the Committee, having taken the problems to bed with him would come up with such a new and startling contribution that step-by-step re-examination was required on subjects that had apparently been settled. Often compromises were made only after stubborn resistance. The "unanimous consent" clause frequently made it necessary to postpone action until every member could be convinced. A few times the atmosphere within the group was not conducive to productive thinking. Anyone who has worked as a group leader knows what an absence or two will do, how the attitude and feelings of a group member on any one occasion affect the group as a whole. Regardless of these minor difficulties the program moved steadily forward. The group believed itself capable of creating a workable schedule; each member was firmly convinced of the other's integrity, his desire to serve Rochester's teachers and children. This was the spirit that prevailed throughout the two-year effort.

The end result of the negotiating process was a recommendation to the Board of Education regarding every aspect of a salary schedule including basic and supplementary schedules, illness allowance, substitute pay, deductions, absence regulations, and all the other miscellaneous details of a modern salary program. It must be remembered that the Negotiating Committee had been sanctioned as a group by the Board of Education to make recommendations to them. The Committee did not have the power to act, and rightly so. Proof of the effectiveness of the negotiating process is the fact that the Board of Education accepted in its entirety the report of the Ne-

gotiating Committee and adopted the schedule recommended.

Rochester's current salary schedule is a negotiated schedule. Teachers, Administrators, and Board are convinced of the soundness of group-thinking and discussion as a basis for establishing acceptable wage standards. More important to teachers than the practical results is the establishment of the principle that problems affecting teacher-status can be resolved through joint attack upon them. Although meeting much less frequently, the Negotiating Committee continues to operate, to exchange ideas, and to make further refinements in the current schedule.

TREATING OF THIS AND THAT

MARGERY W. STEER

DYNAMIC DEMOCRACY

In an exceptionally penetrating article entitled "Education for a Dynamic Democracy" published in *The Standard* for March 1947 Dr. Bryn J. Hovde discusses our critical need for a type of education which will produce "a cultured and ethical citizenship" capable of making democratic ideals of justice and human welfare prevail in our society. Some of his conclusions are of importance to all who are engaged in educational work.

"Every civic organization, every religious society, every force that can be aroused and mustered must devote itself to this task. The inculcation of the ideals of right and wrong must begin in the home itself....A good home life, however, is inseparable from a good community life. In other words, it is inseparable from a dynamic democracy. Wherefore, if we build the one we shall strengthen the other.....

"...If we really desire the schools to train for democratic citizenship, the community and its problems must be brought frankly and honestly into the school....When we speak of dynamic democracy we mean a democracy which deals with such different issues as the race problem, labor, housing, community planning, crime, garbage, and disease. Young people should learn how to deal with these problems in a democratic way ....They should be the direct observers of the struggle of their elders with these problems, and they should themselves actively participate in the solution of such problems.....

"There is in many parts of America a very dangerous tradition that teachers are not only incompetent to participate in public affairs, but that it is impolite and even unethical for them to do so. The business of politics is the business of democracy. Teachers who are ignorant of public affairs and of politics are ignorant of democracy and totally unfitted to prepare their students for participation in a dynamic democracy.

"Not only should democracy be practiced in school, but the school has a place in the community's democratic life. There is no building nor are there any grounds that belong to all the people in the same way that the public school belongs to the people. True, many communities have built for their citizens special community centers. This is not to be deplored perhaps, but one could wish that such community centers were in every instance connected with, and adjoining the school. Young people would profit tremendously and democracy would be served with better citizens if young people could constantly observe and participate in the activities of the citizen body of the community in recreation, in civic meetings, in celebrations, and in many of the aspects of adult education."

Dr. Hovde believes that his conception of the school as "a functioning cell of democracy" can only be realized if the average citizen takes seriously his responsibility in the choice of local boards of education which are competent and honest, and maintains a constant interest in the development of an educational program whose aims and methods produce a truly civilized and humane individual equipped to help build a just and peaceful society.

THE TAIL WAGS THE DOG

School administrators, recognizing that every school needs both the financial and moral support of the community, have found two phases of the educational program extremely useful as a means of winning this support, — namely, athletics and music. In the average community, both urban and rural, the games, complete with marching bands and drum majorettes, attract more people and attract them oftener than any other school activity. In the minds of many, the teams and their supporting bands ARE the school. Hence it is highly desirable that they meet with public approval, and there is the constant temptation to over-emphasize these two excellent school activities to the point where they do not serve the best interests of either the students or the community.

An athletic program and a school band are unquestionably valuable activities which furnish training to those who play in them and pleasure

to those who watch them. They make an important contribution to the recreational life of the community. But many schools, apparently proceeding on the theory that if some is good more is better, have allowed athletics to be stressed beyond reason. As one concerned teacher was heard to remark, the athletic tail is now wagging the educational dog. In small communities this is particularly unfortunate. When an effort is made to find a free night, or people with time and energy for some worthwhile enterprise, during the winter basketball season it becomes apparent that the social and recreational life of the community is dominated and limited by the school athletic schedule. It *monopolizes* the interest and the time of students, faculty, and the community. Furthermore, it is costly. A disproportionate share of the total school budget is claimed by a part of the school program in which most of the students are spectators rather than participants.

This deplorable state of affairs is sometimes justified by school people on the flimsy grounds that the public demands it. Probably so. At least, a certain part of the public does clamor for more and bigger and better games. However, this hardly seems sufficient reason for the school to adopt a policy which results in a narrow and lopsided educational program which in turn is reflected in a monotonous and unbalanced community recreation program.

The school is a community institution which should encourage a well-rounded community life and a wide range of interests and skills for all the people. It should enrich, not impoverish the lives of young and old. It should lead the community into a broad, interesting, and varied pattern of group life. If it is to do this, it must carefully distinguish between a commercialized amusement enterprise, dictated by financial and publicity considerations, and training for a full, well-rounded life for the individual and the community. It must decide whether its major emphasis should be on education or the show business.

A TEACHER RATES HER PRINCIPAL

MYRTLE MANN GILLETT

There is a principal in our town for whom we should all give thanks. We who live our school hours with him perhaps take him too much for words granted. Yet maybe that is as it should be. The teachers all like him, respect him, and what is most important for peace of mind, trust him.

He is not very big; he is not handsome; he is not particularly "diplomatic". He is not soft-spoken nor flattering; he says what he means quietly, clearly, concisely and means what he says. We never need to translate the official words into their real meaning. He never makes loose promises, but he does exactly what he says he will do, or will try to do, and his word is as good as his bond. The pupils all respect him and some of them love him; they too trust him, although they know they cannot fool him and are sure they will somehow or other find themselves trying to undo any mischief they have caused. And surprisingly enough, the principal has never uttered a word of condemnation.

With 1200 children in the school, there is rarely more than one discipline case in the office in any one day. And that child is there merely to "rest his nerves" so that he can go back to his class and work better. The social background of these children is called poor by attendance officers, social workers and teachers, but in school there is little crudeness. Their academic standing is in the lowest range of the city's rating system on group ability tests, and yet they conduct themselves intelligently. They come, each morning, into the school in the loose order of adults, guided by pupil traffic cops and school "aides", more quietly than do most adult audiences. Teachers stand at the class-room doors to greet their pupils and remind them that this is school and a time for serious behaviour. There are no rules against talk at the necessary times but it has to be polite and courteous. Oh, yes, the youngsters are some times mischievous and they forget often enough, but are adults always thoughtful?

Neither teachers nor pupils are afraid of their principal; they know he listens more than he talks and never expects only *his* opinions to be right. A scholar who goes beyond the lingo of pedagogical pundits, a gentleman in school as in life, a citizen of our town and the source of moral strength for teachers and pupils, this principal is rarely seen except at the moment he is needed, and then he is always there, peacefully doing just what needs to be done. He does not "pound the beat" all day long through corridors and yard; yet he seems to know every move every one makes and is ready to help. He neither snoops nor looks for misdeeds though he knows them all; he always knows, without implicating any one, how to make the culprit genuinely sorry and ashamed. He knows how to make the thought-

less and even the wilful thief return the stolen goods without loss of face while at the same time making the "criminal" feel—at least for a while— that it does not pay half so well to do wrong as to be decent. Our principal knows the difference between mischief that passes with experience and the deep-seated abnormality of the dangerous wrongdoer. He can swear if necessary, he can roll out scathing oratory that wilts the most brazen adolescent, he can stare down without a word and without a scowl the "freshest" roughneck in school—but he rarely needs to do it. His smile is quiet and warm reassuring, never "superior."

In a neighborhood where window-breaking costs thousands of dollars, his school patrol has prevented most of the damage which hoodlum boys had caused in years gone by.

But best of all, the children with "low I.Q. scores" really learn to read, to write, to reckon, not all of them at the conventional rate of speed but each just as fast as he can or a little faster than seems possible. They know well what they have learned and they know what they are supposed to do in order to learn. In the higher grades they can learn without waiting to be "taught." We know, for we have "surveyed" them and have given them psychological tests as a basis for judgment.

Each new teacher is greeted with this clear calm welcome: Your class is yours, you are the expert, you know what these children should learn; you know, if you watch, how each one learns and when he *has* learned. You will be the judge of what you should do. I am here only to help you make your work easier and more satisfying for yourself and for your pupils. No one will interfere in any way. I will help you as much as I can but only when you need me. You are not working to please any one, you are responsible to no one but yourself and your job. Even the children are not your primary care, for if we take care of our ship the passengers will be safe. Such words leave the teacher all her innate endowments intact, her enthusiasm for her job, her self-confidence, her peace of mind.

Our principal provides all the modern equipment available for any school, but in his belief in the teachers' trustworthiness, his ways are reminiscent of the best late Victorian tradition when self-discipline, social ideals and knowledge were the mark also of the humblest educator. He is not appreciated by his administrative superiors; he has never been rewarded for a task unbelievably well-done, simply because in some "modern" school systems, the qualitjes for judgment are put down on a printed rating sheet, "objective" like an inventory for a sack of beans of known moisture content, size, weight and age. These sheets are often the brain children of record-keepers, of educationists who may be rating men, bigger than themselves, against frothy, word-laden fads and fashions of the moment. The administration thus condemns the very essence of this man's inherent greatness and the school's excellence. Nothing happens, they say. The teacher "does nothing," the children "just sit there with their books." No, there is no pedagogical circus to dazzle the observer who in a moment or two must fill out a long blank.

You can know this for a great school only if *you* still know what *you* have learned each day over the long years of your life, with open mind taking in what you experienced along the way. You can know this school only if you are willing to judge what you see with an open mind.

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ENEMIES OF CURRICULUM DEVELOPMENT

HOWARD HIGHTOWER
Supervising Principal,
Mattoon, Illinois, Elementary Schools

A great deal of attention is being given to the field of curriculum development. Educators, working in this highly important part of the total program, are sincere in their efforts to develop curricula which will give opportunities to all pupils for rich and varied activities in all areas of educational growth. But certain enemies are at work retarding the progressive efforts of the curriculum worker. Unfortunately, these enemies attack within the ranks of educators themselves. There are several educational fallacies which many of us entertain to some degree. We are also influenced by the fact that the general public tends to believe in them. Curriculum development will be hampered until we clear our thinking by getting rid of these fallacies.

First, we must recognize our enemies. We have all learned in our educational training that many of our common beliefs are untrue, but they are a part of our tradition and experience. Let us briefly identify these enemies.

I. *We should treat all pupils alike; all pupils should be doing the same thing at the same time; the same panacea should be applied to all abnormal behaviour patterns without regard to the individuals presenting these patterns.*

A modern curriculum directed toward meeting the needs of all boys and girls can never function successfully in an environment influenced by this kind of traditional thinking. Every learner is a unique individual who has needs and has problems to be solved. Therefore, we cannot set up a standard of treatment for all pupils. In dealing with these different needs and problems, it is foolish to expect all pupils to be doing the same thing at the same time. Indeed, if the modern curriculum is functioning at its best, many pupils will be engaged in different activities. Standard punishments have been set up for certain abnormal behavior. We are surprised when, in many cases, the "remedy" does not work. Pupils need to be understood and treated as individuals in every part of their educational growth.

II. *We measure pupils only by one isolated part of their growth—scholastic achievment. This measurement is based on factual knowledge.*

The only *true* basis for measuring the results of the educational process is the behavior of the individual after he has gone through the process. This behavior will be mental, physical, emotional, moral, social, recreational, and vocational. Then, it follows, if we must grade, we should devise some method of measurement for each kind of behavior.

Modern curriculum plans take into consideration all areas of growth. If we continue to evaluate the acquisition of factual knowledge as the measurement of educational growth, we are ignoring a major principle.

III. *We assign pupils to rigid grades placement.*

According to chronological age and achievement in factual knowledge, a pupil is arbitrarily placed in a certain grade for a year or more. If he proves to be a misfit—that's just too bad. He is in the fourth grade "by all that's holy," and there he will stay until he has served his time. Here he is subjected to educational materials designed to fit all pupils in grade four. This is impossible, for every pupil in grade four is different from every other pupil in all phases of growth.

The new curriculum functions best when pupils are not hampered by rigid grade placement.

IV. *We think we know what materials should be used for certain grades.*

This notion is a delusion. A fifth grade teacher is heard to exclaim, "I can't use this material. It's on the fourth grade level." The new curriculum recognizes no such rigid distribution of educational materials. Indeed, it would not be at home in such surroundings.

Furthermore, because we teach certain materials this year to our fourth grade class, we should not necessarily teach these same materials to the fourth grade next year. If we keep pace with the development of a functional curriculum, we will have to change educational materials to fit the needs of the individuals concerned.

V. *We are more interested in punishing offenders than in discovering the causes of abnormal behaviour.*

Traditionally, the method of dealing with pupils who behave abnormally has been in the punishment, rather than the attempt to find the causes of behavior. The new curriculum brings a program of guidance and adjustment designed to help

resolve the conflicts and problems of all individuals in our schools. Punishment for an act is not a product of our new design for education. We must be concerned with finding the cause of the act and doing something to eliminate the cause, as well as attempting to guide the actor in the right direction.

VI. *We are likely to teach as we were taught.*

If we do not watch ourselves very closely, we are likely to model our teaching after the way in which we were taught. Most of us have gone through the traditional subject matter-centered schools. It takes a great deal of will power to keep away from this sort of thing: "The assignment for tomorrow will be in our textbook, pages 31 to 46 inclusive. Be able to answer any question I may ask on this material."

The teaching in our college courses was generally of the lecture type in which the student listened, kept notes, and at examination time gave the instructor's words and thoughts back to him. Is it any wonder that we lapse into this kind of teaching in our schools today? It is the easiest method.

However, the new curriculum knows no boundary of the narrow textbook, does not thrive when the teacher does all the talking, and becomes very "dead" when pupils are required to repeat, parrot-like, the words of the book or teacher.

The whole commnity is the textbook of a curriculum designed to help solve the problems of all boys and girls. The highly organized areas of subject matter are only resources upon which to draw in resolving life problems. Effective living in modern society cuts through our traditional organization of subject matter, recognizes no rigid grade levels, and is not evaluated by grades which measure achievement in geography or Latin. Experiences which pupils have in living in this modern world do not fall into convenient slots labelled "English", "Mathematics", "Music", etc. They may include these three and many more upon which to draw as resource material.

We must never forget that the new curriculum cannot be successful if our teaching is like that which we received when we were in school.

VII. *We believe that the study of formal subject matter will result in approved behaviour habits in the areas studied.*

A great many teachers, as well as most lay individuals, are convinced that the study of formal grammar will result in the use of good spoken and written English. Research during the past twenty years has refuted this beyond a doubt. The improved curriculum recognizes that the only way to learn good English is to use good English in speaking and writing at home and at school.

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of a democracy. Obviously, this is a foolish belief. Democracy becomes functional only as it becomes a part of the individual's home, school, church, recreational, and social life. Our modern curriculum uses the ways of democracy in attacking and solving the problems of our boys and girls. It also extends beyond the school in its influence in using democratic methods in other areas of life situations.

VIII. *We feel we must stick to the textbook.*

Many of us are lost without the textbook in front of us at all times. Textbooks were invented in America because teachers in the early days of our country were not very well trained. They had to have something to be used as a final authority. Textbooks can never be the final authority in the solution of broad life problems. They can only be resources.

Textbooks probably do a good job of what they were made to do—teaching factual material and providing a crutch for the teacher. We have, by tradition, learned to lean on them, for they make our work easier. But the criterion of worthwhileness of materials is not how much work they save the teacher. Their value lies in how effective they are in helping our pupils in attacking and solving life problems.

Functional education has outgrown the narrow confines of the textbook, and the narrower classroom. It embraces all areas of community life for all boys and girls everywhere.

IX. *We believe we should have all pupils take certain subjects in high school because these subjects are required for college entrance.*

This statement has many elements of untruth in it; yet it is religiously believed by many professional and lay persons. Most colleges are very liberal in their subject requirements for entrance.

Rather than require all pupils to take certain subjects because they are required for college entrance, we should base our required courses on the needs of all boys and girls for information which will help them in meeting life situations. There are certain common learnings which should be required of all pupils. These may or may not be required for college entrance. That is not too important. The important thing is that these common learnings are required for living TODAY.

X. *We try to fit our curriculum to our school buildings rather than vice versa.*

In order for the curriculum to give the best to all boys and girls, it must be developed first. Then, the physical facilities should be constructed or re-constructed in terms of the services required by the curriculum. Isn't it strange that we, as educators and builders, have "put the cart before the horse" in this very important part of the total educational program?

School buildings should not be constructed to please adults, using some particularly desirable style of architecture. Buildings are to serve the needs of boys and girls. If they are functional in meeting this need, they certainly will not look like the traditional "architectural monstrosities" which serve our children in most communities. Many good curriculum plans bog down because we are forced to use buildings that do not lend themselves to the freedom and expression of the best in our pupils.

XI. *We believe that what is meaningful for us will be meaningful for our pupils.*

There is no proof of this. To be meaningful, the thing studied must be useful in solving a problem significant in the child's life today. One of the purposes of the modern curriculum is to provide meaningful experiences to all children, not from the adult viewpoint, but from the viewpoint of the child.

XII. *We assume that the subject matter we present to the pupils will be good for them mentally; we never stop to think of the possible psychological, physical, or emotional harm it may do.*

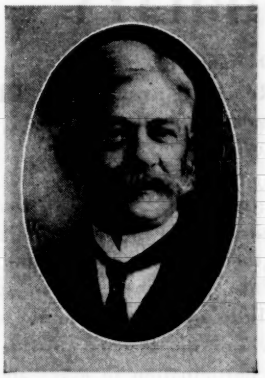
Committing to memory the "Mercy Speech" from *THE MERCHANT OF VENICE* may be a fine mental exercise for some pupils, but to others it may cause an emotional upset which will actually be harmful. To some, running around the gymnasium six times may be a helpful exercise, but to others the same act may be physically harmful.

XIII. *We assume that, if a child loses interest and drops out of school, both the child and the school are better off.*

Frequently, we hear this statement made by teachers: "John has quit school. It's just as well, because he could not and would not do the lessons which I assigned. We are all better off."

Generally, if the child quits school, it is because the school does not meet his needs. He sees no purpose in what he is doing. Since he sees no value in his school life, it is much easier for him to see values in activities outside of school. Before we know it, the school has lost him, and society may have lost a potentially valuable contributor. A modern curriculum attempts to save these individuals who leave school before completing the program.

We now have the 13 enemies of progress in curriculum development out in the open. If some of them are influencing your thinking, replace them with friends to curriculum progress. IT MUST NOT BE IN THE RECORD FOR THE FUTURE THAT THE CHIEF DETRIMENT TO PROGRESS IN CURRICULUM DEVELOPMENT WAS IN THE THOUGHT AND ACTION OF EDUCATORS THEMSELVES.



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AWAKENING YOUTH'S RESPONSIBILITY

LYDIA A. DUGGINS
Director, Reading and Study Clinic
Drake University

The directive method of teaching, whereby the teacher or a committee of teachers developed plans that were then presented to the students in predetermined ways, has been said to require much more preparation on the part of the teacher than the method whereby the pupil has an active and responsible part in developing plans. Quite the contrary is true. Much more preparation and alertness to opportunities is required in the situation where the student participates in the planning.

A first requirement in this type of planning is that the teacher approach the situation with an unfaltering faith in the intelligence and ability of the pupil. This faith will be reflected in her willingness and eagerness to encourage the pupil to assume more and more responsibility for directing his educational activities as he is able to do so.

Closely allied with this faith in the intelligence of her pupils is the second requisite—respect for the personality and ideas of each individual. Such an attitude enables the teacher to be tolerant of shortcomings and to take growth rather than perfection as her criterion of success. A teacher who has this respect for the ability and personality of her pupil cherishes the precious ingredient of individuality. She speaks of "pupil collaboration" in planning, rather than "pupil co-operation."

A third requisite for the teacher who would utilize pupil-teacher planning to the fullest is an intimate knowledge of the background and needs of each pupil. With this understanding she will not be impatient with George, who must have his own way in every discussion. She will ask herself, "Why must George always be right? What is there in his background that has brought about this fear of being in the wrong? How can I utilize this information to help George develop tolerance for the ideas of others? How can I help the other pupils adopt a sympathetic and understanding attitude towards George's problems?"

A fourth requisite for the teacher who would utilize teacher-pupil planning is flexibility in taking advantage of situations that lend themselves to the development of the desired skills. The teacher, although she has set up major objectives of her own, should be able and willing to start with the pupil at his own level and to take advantage of every opportunity to help him broaden his plans to include important educational goals. To do this she will need to know what is important to the pupil and to encourage him to take an active rather than a passive part in the planning of his educational experiences. An example may clarify this point. A group of pupils are asked to state their objectives for English I. One objective, as set forth by the pupils, is "learning how to make a speech." The teacher, armed with her plans, may then lecture on the characteristics of a good speech and the techniques involved. She may then proceed to give the pupils an opportunity to practice on assigned subjects. As they do so, she may criticize each speech in an effort to help the pupil see his mistakes and thereby, supposedly, improve. This pattern is typical and is easily recognized by any teacher. But our pupils need to learn to solve their own problems and the procedure described above gives them little opportunity to do so.

How can the teacher provide for group participation in every step of the planning process? Suppose we show how one teacher provided for full teacher-pupil collaboration. The problem had been recognized by the teacher, who had made it her business to study the needs and abilities of her students as individuals and in groups. She knew that in larger school gatherings her group felt lost because they were unable to express effectively the many ideas they had. She established the ground work for the recognition of the problem in small, informal discussions in the drug store, on the playground, before and after school.

"Group II does all of the talking in inter class forums," Bob said over a soda.

"Why do you suppose that happens?" asked the teacher.

"I think it's because they know how to say what they mean," Bob said smiling. "When I get up to speak, words stick in my throat. I wish I could speak well."

"You might bring that up at our next class meeting," the teacher remarked. "If enough pupils are interested, we might form a group to study how to speak well."

The subject was brought up in the next class meeting and approved for study. "How," asked the teacher, "can we improve our speaking ability?"

"I guess," said Jane, "that we'd have to know what a good speech is."

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"And how to make one ourselves," contributed Bob.

"I think we'd need lots of practice," said Joe.

"Yes, but practice won't do you any good if you practice the wrong way," said Bob, the realist.

From this discussion a plan of procedure was developed to include:

1. Finding out what makes a good speech by A. listening to some good speakers, B. discussing what made their speech effective, C. reading anything we can find in the library on the subject.

2. Making an outline of the things we need to practice to become good speakers.

3. Practicing A. before the class, B. in small groups, C. with the recording machines.

This plan was revised frequently as the subject was developed and explored. The carrying out of the plan gave the teacher many opportunities to help the students develop proficiency in communication. *In reading* they learned how to locate materials in the library, to evaluate the materials, and to organize and use the information chosen. *In speaking* they learned how to express ideas effectively, and to take part in planned and unplanned discussions or debates. *In listening* they learned how to listen creatively, to weigh the ideas expressed, and to be critical, sympathetic, and helpful. *In writing* they learned how to organize and present information in a terse, useful form, to outline and take notes, and to present a subject so that important ideas were highlighted and supporting details carefully chosen.

Because she was aware of important citizenship traits that needed development, the teacher used the program to foster:

1. *Ability to think clearly and critically*: "I see now," said James, "that this is not a good presentation. I listed all the points for each side and only one side was presented fairly. It is confused and misleading because the speaker simply didn't tell the whole story."

2. *Social responsibility*: "You know," said Ruth, "a good speaker can sway the opinions of a lot of people. I guess you have to do a lot of thinking before you express an idea as being right."

3. *Sympathy and understanding of others*: "George has really improved," observed Bob. "He used to slow up every discussion by wanting to argue. Now he takes his turn and lets the others have a chance too."

"Why do you think George has improved?" asked the teacher.

"I think it's because he knows his ideas will get a hearing. He doesn't have to spend all his time defending

them, so he can listen to the other fellow, too."

4. *Evaluating achievements*: "We feel," said the chairman of the discussion group, "that we let you down, Miss Jones. We let you do all the talking and we just sat around and listened."

"Why do you suppose that happened? You're not usually bashful."

"I think it's because you planned the whole discussion and we just followed along. We should have had more responsibility for carrying the discussion."

"How could we improve the next discussion?"

"I think we should choose our own subject, Miss Jones. Let everyone have plenty of time to prepare for it. I think the chairman should see that the more bashful ones have an opportunity to express their opinions, even if they have to be called on. The chairman wouldn't let you dominate the discussion if he knew his duties."

"While we're talking about that, what are some other duties of the chairman?"

"Let's also discuss what the duties of the members of the group are," suggested Jane.

In the situation just described the teacher knew the problems of her pupils and the sources of information available to them. She knew, however, that these pupils were to become citizens of a world that sorely needed able, creative leaders and intelligent, responsible followers. She knew that if these pupils were to solve problems they needed experience now in solving problems in their own classroom. She knew that her own responsibility was no less because she urged her pupils to shoulder more and more responsibility for planning their own destiny.

MOVIES AND MENTAL HEALTH

GEORGE K. MORLAN
Springfield College
Springfield, Massachusetts

Contempt for less privileged people is often taught unconsciously. Parents do not have to tell their children that their playmates are "inferior." They teach contempt without directly discussing the matter or consciously teaching it. "Oh! you DIDN'T play with THEM!" is all that a parent need say in order to teach unfavorable attitudes toward minorities.

In a similar manner, movies have taught bigotry. Films have rarely advocated discrimination or prejudice, but subtly and persuasively they have inculcated white superiority.

K. L. Little, in his volume on prejudice toward Negroes in Britain found that between 1942-47, most films portraying Negroes came from America. "....approximately two out of every seven visits to the cinema will include a pictorial representation of the American Negro. The Negro in these cases is always shown in a menial and servile capacity, and in occupations which leave no doubt about his social status. He is depicted invariably as a Pullman car attendant, a porter, a waiter, a manservant, an odd job man...." "Negro women on the screen are cooks, parlour maids, nurses, etc." Negroes are portrayed as rolling their eyeballs, as being "good-natured, easy going....and intensely superstitious with a peculiar fear of ghosts."[1]

HOME OF THE BRAVE, LOST BOUNDARIES, and PINKY are a wholesome relief to the stereotyped minstrel show characterization of Negroes. In these three pictures Negroes are portrayed as human beings who have dignity and courage in facing grave problems. The effect should be salutary for both whites and Negroes.

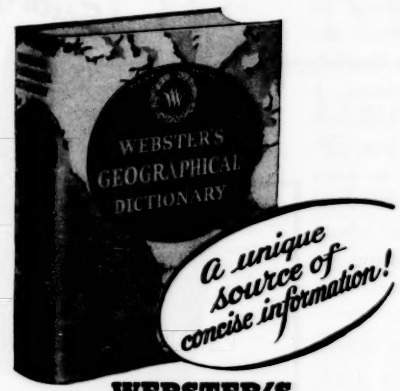
Only recently have we begun to realize how poisonous prejudice is for the bigot. No people can be healthy while hating Mexicans, Jews, Negroes, or others. When hate and discrimination live in the same mind with professions of democracy and Christianity, the consequences are devastating. To profess one thing while doing another is a symptom and cause of disintegration. Prejudice and discrimination have poisoned the integrity of too many people and seriously threaten our mental stability as a nation.

Neither HOME OF THE BRAVE, LOST BOUNDARIES, nor PINKY will end discrimination or pathological hate, but they will help, and as whites treat Negroes with greater respect and live up more nearly to their professed allegiance to democracy and Christianity, whites will be more at ease with themselves and more healthy.

The effect of Christian and democratic treatment on the mental health and happiness of Negroes is probably obvious to most people. With fair treatment Negroes will be less frustrated and have less cause for accumulating resentment.

There may be greater pictures than these three, but there is no doubt that their influence is healthful, and they are powerful drama. The advertising for HOME OF THE BRAVE modestly claimed the picture to be terrific. Explosive. Dynamite. Strangely enough, the advertising is true. Don't miss.

SAVAGE SPLENDOR is a technicolor travel film of Africa. There is thrillingly beautiful scenery, a



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vivid portrayal of dress and customs of various tribes. There is also a dangerous and brutal fight between a rhinoceros and men in a powerful truck, but there is no staged brutality for the sake of brutality and the effect is not unhealthful. Worth seeing.

ARCTIC TERROR is another film that is primarily a portrayal of nature, and much better than the smell of the title.

Pretense is a symptom of insecurity and maladjustment and in people or films is annoying or worse. MAKE MINE LAUGHTER is one of those rare musical and dance films that is unpretentious entertainment. It's just a revue with some good comedy and no collosal scenes or sappy romance to give a phoney flavor to the whole. Its simplicity is a delight. No harm in seeing.

1 K. L. Little, Negroes in Britain, 1947, Kegan Paul, p. 283.

MEN ON HIGH SCHOOL FACULTIES

SALIBELLE ROYSTER

Men teachers are so valuable, especially on the high school level, that drastic means should be taken to procure them, according to an article written by Hershel N. Scott, President of the American Schoolmen's Association, and published recently in the official organ of North Central Association of Colleges and Secondary Schools. A sixty per cent ratio of men, a practice in New York City, is recommended by Mr. Scott. Granted the fact that it is desirable for adolescents, especially boys, to have contact with men as well as women teachers, there are yet a few factors to be considered before we grant men preference for practically all types of high school positions. This article attempts to give a brief, unbiased consideration of the subject, based on observation and experience.

1. Efficiency is the first and greatest requirement. This includes training, personality, experience, cultural background, use of the English language, and especially interest in work and success with pupils. Here the woman teacher is likely to have a slight advantage. All glory to the top-notch man educator, for his services are priceless. Yet there are too few of this kind. Business and

professions other than teaching too often siphon off the cream, and the schools get the second and third raters. Opportunities in other occupations are not so tempting to women, so many of high caliber teach school. On the faculty where I have taught for years, composed of practically an equal number of men and women, I have yet to know more than an occasional woman teacher who slaughtered English verbs and pronouns, came to school with blackened finger nails, or showed shocking neglect of table manners. Men who do one or more of these things are not uncommon.

2. In order to attract men of the better type, salaries will have to be raised again far above their present level, already considered exorbitant by many tax payers. A man whose earning possibilities in the business world are unlimited can hardly be tempted into an occupation where the top big-city salary is below $5,000, after twenty years or more of service. A $10,000 maximum might be more alluring. Extra allowances for dependents, a measure favored by Mr. Scott, are only stop-gap measures and an admission that salaries are inadequate. Incidentally, women with dependents (usually those that the teacher did not bring into the world) should have the same consideration as men. Discrimination on the basis of sex is undemocratic here as elsewhere.

3. This brings up the desirability of separate lists of eligible men and women teachers and the preference that Mr. Scott suggests be given to men applicants. Some high school departments are of necessity nearly if not quite 100% men: physical education, printing, and shop work of all kinds, with a heavy leaning toward men in mathematics, science, and social studies. This leaves only English, foreign language, business education, art, and music open to men and women alike. Home economics alone is a field entirely for women. More equal distribution of the sexes in the major academic departments is desirable. As an English department head of experience, I realize the desirability of a sufficient number of men to make this all-important subject attractive to boys and I should like to have a 30 to 50 per cent ratio. Getting men whose own use of English sets a fitting example for students, however, is a major problem.

4. With the peak of high school enrollment not due until near 1960, we are going to need trained teachers in numbers unheard of before. Too few high-grade young people, either boys or girls, are now entering teacher training, and even with increased salaries the shortage in ten years' time may still be acute. Shall we discourage superior girls from preparing for high school teaching because men are preferred for most of the high-paying jobs? Already most of the superintendencies, supervisory positions, and principalships are earmarked for men only. Women should certainly have an equal chance at classroom vacancies.

5. Although adolescent boys may in general profit by a great number of men teachers, adolescent girls may not. I recall one who asked for a change of program because *all* her teachers were men. In a world non-segregated young people need both masculine and feminine contacts. Through the athletic program boys are thrown entirely with men, an experience which rarely has a counterpart for girls.

Let us use judgment and balance in choosing our faculties, without having false standards imposed upon us that may bring in many poorly prepared individuals and hinder the chances of superior education for our youth. If men are to predominate on high school faculties, please give us quality, not mediocrity. We want the best teachers available.

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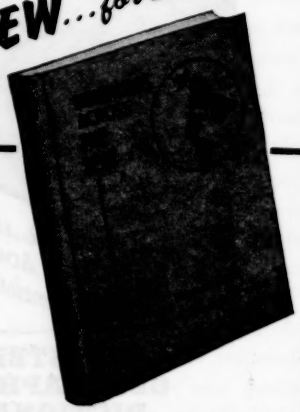

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THE NEWS DIGEST

Says U. S. Pupils Pushed Too Fast

EVANSTON, ILL. — American school children are being pushed too fast, according to one authority on elementary education. Dr. E. T. McSwain of Northwestern University asserted recently that instead of teaching so many subjects, the schools must provide children with more time to think about what they are learning.

The real problem of children today, the Northwestern professor of education said, is the rather hurried and complex environment in which adults are forcing them to live. "We cannot speed up psychological and emotional development", he reminded and urged simplification of the school program as the best means of assuring for the future mentally healthy citizens prepared to deal with an increasingly complex pattern of living. "If we don't lighten the load of our school children," he warned, "we are going to have more mental breakdowns in the future."

Connecticut Cuts Red Tape To Get Elementary Teachers

HARTFORD, CONN. — An emergency training scheme, begun a year ago to end a growing shortage of elementary and nursery school teachers, has brought 169 new instructors to Connecticut's lower schools. Administrators who have watched the program develop are frankly optimistic about its possibilities.

In cooperation with Connecticut's four teacher training colleges, the State Department of Education began last March to offer an extensive orientation workshop course to liberal arts graduates who otherwise would have been kept out of teaching by rigid certification requirements. Applicants were first screened for personality and maturity by a board of administrators, teacher-training experts and classroom teachers. In five to ten weeks, the colleges gave the chosen students a minimum grounding in educational psychology, curriculum materials and child development, charging a tuition fee of only $10. Candidates upon completion of the course began to teach in regular schools but remained under the close supervision of the training colleges and continued in-service study to complete their certification requirements.

To date, 263 men and women from many different colleges and universities have been enrolled in the program. Some scholarship aid has recently been added in the attempt to broaden the plan.

According to a Department of Education spokesman, the need for this new form of recruiting is expected to continue for several years.

School Survey Shows Pupils, Parents Pleased

PEORA, ILL. — The results of a survey conducted here recently by Harold C. Hand, professor of education at the University of Illinois, show that students, parents and teachers of the community generally believe that their schools are doing a fine job. Eighty-five percent of the elementary pupils and 94 percent of the high school students reported that they were proud of the school they attended; over 80 percent of the teachers were satisfied with their jobs and 63 percent of the parents felt the teachers were worth more salary than they got.

The survey, made at the request of the board of education, was designed to learn what the public thought about the school system. Questions involved curriculum, homework, discipline, social adjustment of students, facilities, overcrowding, etc.

While the over-all picture was highly gratifying to Peorians, the study pointed to individual schools where difficulties existed and revealed that non-parent citizens might profit from a public relations program that gave them greater insight into what the schools were doing.

Europe's Schools Grapple with Shortages

Major educational problems appear to be the same the world over. A survey of fourteen European countries, conducted by THE NEW YORK TIMES, reveals that the issues uppermost in their lands are similar to those in the United States. For the most part every nation suffers from a teacher shortage, a shortage of adequate school housing and a lack of supplies and equipment.

Some of the countries, such as Greece, Norway, Italy and Finland, have not as yet reached their pre-war educational standards. For the most part, though, the countries have made tremendous strides, and have restored their schools and colleges to a commendable extent. They are rebuilding their plants as rapidly as possible and are training teachers to instruct the many new students.

The problems of European schools and those in this country are pretty much alike because enrollment has climbed considerably. Almost every country in Europe reports that the enrollment in both elementary and university levels was higher this fall than it was in the last pre-war year.

Needy California Districts Get Extra Funds

SACREMENTO, CALIF. — The Kirkwood bill, providing $2,100,000 for financially hard-pressed school districts, has been signed by Governor Earl Warren and plans are going forward for the apportioning of funds on March 1. The money will go to districts unable to maintain services for the remainder of the school year because of heavier than anticipated enrollments since school budgets were prepared.

Governor Warren cited the bill as evidence of the state's determination to give each child a "sound basic education" despite rapidly expanding population in many districts. "It is the first time in history," he said, "that the State has provided funds to meet increased enrollment costs."

Michigan Towns Economize With Ranch-Type Schools

DETROIT, MICH. — An answer to the problem of high construction costs of schools has been found by several communities in the Detroit area.

"Ranch house" schools are being built for $8,000 to $11,000 a room, compared with $20,000 to $40,000 for the old type construction.

The one story schools of that type have cinder block walls and steel supported wood roofs covered with fireproof asbestos roofing. They can be brick veneered for an additional $300 to $400 a room.

A six-room school of this type has been built in the Dublin District west of Pontiac. At a cost of $63,000 the new school has five 28 by 28 foot grade rooms, a 24 by 40 kindergarten, office, teachers' rest room, clinic, and other essentials.

Superintendent William H. Vander Ven said only $3,000 separated high and low bidders.

The architect is Walter T. Anicka, of Ann Arbor, who has designed similar schools for Milan, South Lyon, Brighton, Fowlerville, Almont and the Walled Lake District.

The Dublin School has radiant heat, bilateral lightening, acoustical plaster ceilings, asphalt tile floors and complete cabinet finish rooms.

Anicka employs the module system in school design. All dimensions are in multiples of the 8 by 8 by 16 inch cinder block. This eliminates cutting materials on the job, an important factor in construction costs. Stock material is used throughout.

The buildings can be constructed in three months which means a saving in interest charges.

With school population of the Dublin District expected to double during the next five years, Vander Ven regards the ranch house school as the solution to crowding problems. Rooms can be added when needed.

Phi Sigma Delta Votes Admission of Negroes

In the first move by a major national fraternity to implement a resolution adopted by the National Interfraternity Conference, Phi Sigma Delta announced that it would admit Negro students. The NIC resolution opposed racial and religious discrimination, but the council left the question of actual fraternity admittance to the fraternities themselves.

Only two chapters, those of the Universities of Miami and Texas, opposed the Phi Sigma Delta resolution, which was adopted at the fraternity's fortieth anniversary convention in New York. Phi Sigma Delta has nearly 6,000 members in twenty-four college chapters.

N. Y. Legislature Gets School Camping Bills

ALBANY, N. Y. — Senator Thomas C. Desmond, Republican, of Newburgh, plans to sponsor three bills at the coming session of the Legislature to further the concept of camps as an integral part of public school education.

The bills would provide 200 scholarships of $250 each for camp education leaders, appropriate $50,000 to the State Education Department with which to set up a model demonstration camp and authorize local school boards to acquire camp sites outside their own school districts.

Under a law enacted in 1944, sponsored by Senator Desmond, school boards are authorized to establish camps, but few districts have made use of the law.

The new proposals would put the state in a position of leadership in the matter of camps, Mr. Desmond said, and would assure a corps of highly skilled camp directors.

Administrators to Hear Reading Experts

ATLANTIC CITY, N. J. — A program on differentiated instruction in reading will be presented by the International Council for the Improvement of Reading Onstruction at the A. A. S. A. meeting here on March 1. Dr. Nila Banton Smith will preside over the meeting which will feature an address by Emmett A. Betts of Temple University Reading Clinic.

William S. Gray, University of Chicago; Arthur J. Gates, Columbia University; Gerald A. Yoakam, University of Pittsburg; Walter W. Cook, University of Minnesota, and others will take part in a panel discussion on meeting problems of differentiated instruction.

Will Visit Schools To Train Counselors

BOULDER, COLO. — In cooperation with the State Board for Vocational Education, the College of Education of the University of Colorado will offer a new service to the public schools, by assisting administrators in the in-service training of counselors.

To meet the problem of lack of trained guidance personnel in the schools as quickly as possible, the program will aim at assisting teachers to develop counseling in the schools where they are employed. Counselor trainers will carry on their activities in cooperation with the educational administrator and some extension courses may be offered.

Principals wishing to investigate the counselor-training services should write to Mr. H. Edgar Williams, Supervisor of Guidance Services.

Intermediate College Test To Be Used in Transfers

A new set of intermediate tests for college students is now being prepared which will be comparable, at the junior college level, to the standard College Entrance Board examinations. Educators feel there is an increasing need for an objective rating of students who transfer at the end of their sophomore year in college.

Although many schools of higher education use college board examinations — which were standardized in 1947 — no such criteria exist for rating students who have completed two years of college work. It is believed that the intermediate tests for college students, which will be given for the first time next May, will help solve the problem of appraising the records of transfer students.

Weather Adages Checked With Science

NEW YORK, — Old proverbs about the weather are usually likely to be true, if they deal with rainbows, clouds or other weather factors.

This was reported by Dr. Vaden W. Miles, of Wayne University, Detroit, to the American Association for

the Advancement of Science. He said a jury of three qualified teachers judged 333 different proverbs. Of 153 dealing with weather phenomena or changes, 56.9 per cent were true according to scientific principles.

So one probably could use them with reasonable accuracy to predict the weather, he said.

But proverbs dealing with aches and pains, or with long-range seasonal forecasts, do not have scientific merit, Dr. Miles said.

U N Report Hopeful World Can Be Fed

LAKE SUCCESS, N. Y. — Can this earth support its rapidly growing population? Can it even raise the foods and other raw materials needed to lift the living standards of the present population throughout the world to something approximating that of the United States? These questions were studied at the recent Scientific Conference on Conservation and Utilization of Resources, whose answers have been summarized by Secretary General Trygve Lie in a 27-page pamphlet. The Scientists are hopeful, provided there is a great spreading of technical knowledge, experimentation, and vastly more drawing upon the tropics as new sources. Substitutes will be required for some of the minerals soon destined for exhaustion. New reservoirs of food must be sought from the ocean and from artificial ponds. Fresh discoveries will be made for employing the atom, electric energy and the rays of the sun, some of the scientists believe. The group made no recommendations for going about the huge task, but their report holds out hope.

The problem is intensified by the fact that twice as many people are trying to survive today as occupied this planet four generations ago.

Records of Negro Culture Available at Yale

NEW HAVEN, CONN.—Contributions of Negro artists and writers to the main stream of contemporary life in America have been gathered at Yale University for the use of scholars and other persons interested in this subject. Nucleus of this important information center is a set of books, manuscripts, letters, photographs and other materials presented by Carl Van Vechten, who had assembled the documents as basis for a novel. Following the suggestion of the donor, Yale has named this new department of its library the James Weldon Johnson Memorial Collection of Arts and Letters, in honor of a Negro writer who did much during his lifetime to reveal the inner workings of the Negro mind. Johnson died in 1938.

VA Report Will Show G. I. Education Abuses

WASHINGTON, D. C. — The Veterans Administration is assembling figures to back up President Truman's hint at signs of widespread abuse of the GI education program.

Officials said they plan to hand a 400-page report to the Senate Labor Committee this month. They wouldn't say what it contained, but they disclosed this background:

1. The number of privately owned profit-making schools below the college level has increased 200 per cent since the start of the veterans training and education program — from 3,200 in June, 1944, to 8,800 in October, 1949.

2. State accrediting agencies have little control over the increase. They must accredit schools so long as the equipment and facilities are satisfactory, without regard to the actual need for the schools.

3. VA has neither the funds nor the authority to investigate the motives of veterans enrolling in such schools, even though it suspects that many are using the $120-a-month subsistence payments as a form of unemployment relief.

In his budget message to Congress, Mr. Truman said a veteran enrollment 400,000 greater than was expected a year ago would require a supplemental appropriation of about $700,000,000. He requested that VA investigators look into the training program situation and recommend corrective measures.

VA officials are known to have collected evidence against scores of trade schools appealing to veterans to "study at Uncle Sam's expense" and to have expressed concern at the numerous schools purporting to teach occupations such as brick-laying and meat-cutting which are traditionally learned through apprenticeship.

N. E. English Teachers To Meet in Cambridge

CAMBRIDGE, MASS. — The annual spring meeting of the New England Association of Teachers of English will be held at the Hotel Commander here, Friday and Saturday, March 25 and 26. For details of the program write Miss Frances Hueston, President, Deering High School, Portland, Maine.

Wants Open Books In Science Exams

NEW YORK — Science students should be given fairly difficult examinations, but should be allowed to open and use their textbooks during the tests, according to Prof. Jacob Verduin of Ohio State University. The student's ability to use facts should be tested, rather than his capacity for cramming his head with data he will soon forget, Prof. Verduin told the American Association for Advancement of Science.

Open book tests, he said, would help to improve skill in finding information. Grading on the basis of knowledge and ability rather than memory would stimulate budding scientists to broaden their study, he contended.

Must Teach Youth Sense of Values

NEW YORK — The two most important problems of modern education are to teach youth a sense of values while not neglecting facts and to prepare mankind to "control the life and death forces involved in the release of atomic energy," Dr. Edwin S. Burdell, director of Cooper Union, declared in his annual report.

Terming the 20th century "the century of educational revolution," Dr. Burdell asserted that the creation in students of an "ethical awareness" was a major responsibility of the schools.

"Each teacher, through his actions and his attitude to his students," he continued, "must help to create a reverence for the mighty principles